Learning About In-House Professional Development from Three Illinois School Districts Batavia, Naperville, and West Aurora

October 31st, 2016



West Aurora



Dr. Brent Raby
Superintendent of
Teaching and Learning



Laura Beatus
District Professional
Development Coordinator



West Aurora School District 129

Fostering Teacher

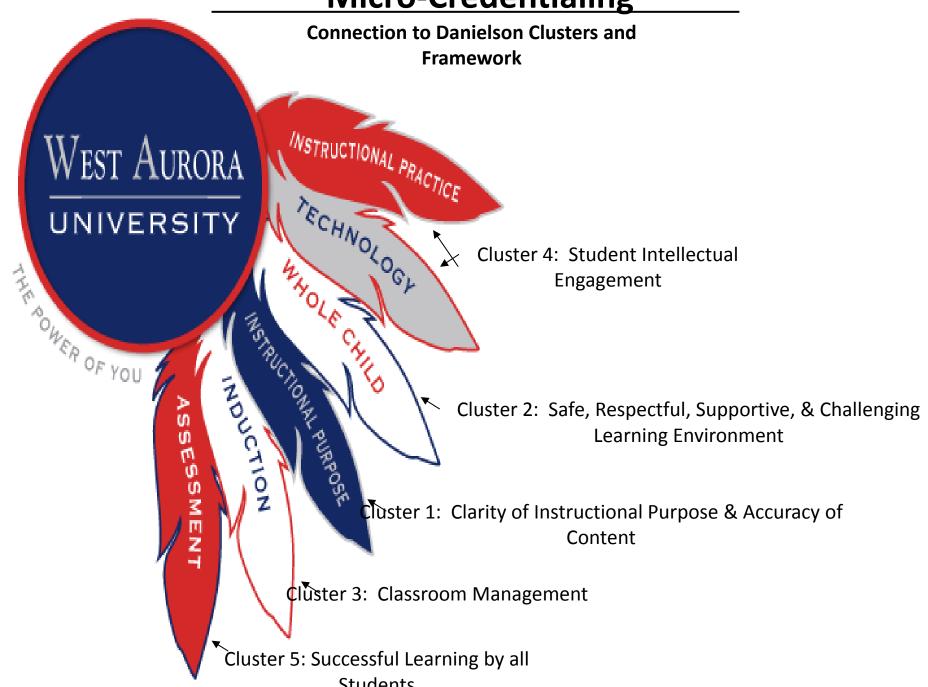
Dare to Lead!



West Aurora University



Micro-Credentialing



Instructional Planning

- 1. Teachers will be able to design a sequence of learning activities that follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity.
- 2. The teachers will create opportunities to incorporate rigorous and challenging content that incorporates reading and writing in all content areas to demonstrate mastery.
- 3. Teachers will be able to execute engaging lessons that have activities where students can explain their thinking of challenging content and/or skills.
- 4. Teachers design lessons that provide clarity for students about what they are learning and its connection to the larger context of the course
- 5. The teacher's explanation of content is clear and invites student participation and thinking through the teacher's response to student inquiry



Credential Pathway



ELO 2

ELO 3

ELO 4

ELO 5

100 Level Course 100 Level Course 100 Level Course 100 Level Course 100 Level Course

200 Level Course 200 Level Course 200 Level Course

200 Level Course 200 Level Course

300 Level Course 300 Level Course 300 Level Course 300 Level Course 300 Level Course

Core Competency Workshop

Areas of Future

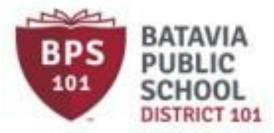
Instructional

Coaching Crading Practices

National Board Certification (NT3



And Ready for Leadership!

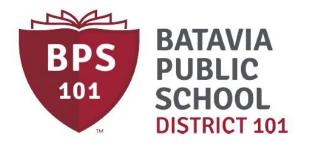




Kelley Karnick
Director Of
Curriculum and Instruction



Tanner Seal Special Education Teacher



Professional Learning in BPS 101

Professional Learning Advisory Council (PLAC)

- Began in 2012-2013 School Year
- Membership: Teachers, Administrators, and School Board Member
 - Teachers apply and are chosen by Union leadership for a 3-year term
 - 1 teacher designated as related services
 - 2 elementary teachers (1 primary, 1 intermediate)
 - 1 middle school teacher
 - 1 high school teacher



PLAC Beliefs

Professional Learning Includes:

- varied approaches
- continuous improvement
- time
- improved student achievement
- collaboration and communication
- differentiated for adult learning needs
- use of data and research to identify needs
- alignments to curriculum
- content and pedagogical learning



District-Wide Professional Learning

PLAC helps to plan and/or support learning throughout the district.

- PLAC works with the Curriculum and Assessment Advisory Council (CAAC) and plans topics/themes for School Improvement (half) days and Institute (full) days
- Induction/Mentoring
- Instructional Coaches
- After-School and/or Blended Learning options for all staff go into a Professional Learning Catalog
 - Lead by teachers, administrators, consultants
- Twitter Chats



Site-Based Professional Learning

Not all learning is directed through PLAC. Schools and PLCs direct their own learning as well.

- 2-½ days per year dedicated to site-based learning needs
 - Co-Planned between School Leadership Teams (SLT) and administrators
- SLTs plan learning opportunities for staff during faculty meetings, PLC time, after school



On the Horizon

Teacher Leadership Opportunities

- Planning for additional ways for teachers to be leaders of learning in our district
 - Exploration of micro-credentialing to build skills, improve own practice and teach others in specific areas



Teacher-led PD in BPS

From building to building, teachers and instructional coaches are given the opportunity to lead staff in PD during scheduled time.

Examples include:

- Special Education Compliance
- Common Core shifts in ELA and Math
- Social Emotional Learning shift
- Instructional Technology



An example from a teacher

"I was given the opportunity to work with our special education team to create a 'Choose-Your-Own PD' model."

As a team, we were given three dates throughout the year to work with our staff on:

- Supporting students with IEPs/How to follow the IEP.
- Working with students using AAC devices.
- Understanding and teaching students with Autism.



What it meant to us

As teachers, it meant a lot to us that we were given the opportunity to share our passion with our colleagues.

From the other end, our colleagues appreciated learning from us. It made our professional development even more meaningful.







Anna Mautone Special Education Teacher



Professional Development

Teachers Leading Teachers through
Learning Strands
Anna Mautone - Naperville Central High School

D203 - Naperville Central High School PD History

- Staff led PD began 6 years ago (Literacy Strands / Technology Strands)
 - Jackie Thornton Assistant Principal
 - Literacy Strands / Technology Strands focused
- CCSS redirected focus
- Staff led PD returned 2 years ago
 - Technology 1:1 initiative
- Current PD Staff led PLC focused
- "Stipend" / staff funding didn't start until last 2 years
 - Career 203 "points"

Copy of Learning strand Facilitator Notes

https://docs.google.com/document/d/1z <u>iFQsys94-</u> <u>EBaLCUTZNLNgnwdabigqftYXsHnbW3</u>

NSU/edit?usp=sharing

Copy of NCHS Learning
Strands with
Descriptions

https://docs.google.c om/document/d/1 XPiiO2ysg1U-IMOVKXyxfdslPgOvOiDDhg9Rp 6wxBE/edit?usp=sh aring

Learning Strand Example Facilitation Plan

https://docs.google.com/document/d/15Q6uhrlli qV1y5Q oHMaavp-hJKAeGLKdKg5FWay-9o/edit?usp=sharing

Series of PL Experiences - Facilitator Documentation

https://drive.google.com/file/d/0BxdXpJratGGQR
09yV0Y0SVRONTQ/view?usp=sharing

BENEFITS AND ATTRIBUTES OF CAREER 203

Career 203 is District 203's professional development model created to maintain ongoing, relevant and rigorous professional development (PD) in order to fulfill the evolving needs of the students. Career 203 is grounded in research proving that educators who are continuously learning and improving their practice contribute in significant and meaningful ways to positive student growth.

Professional development experiences within Career 203 are referred to as "bricks." The "bricks" are used to "pave" one's career path. Educators work collaboratively with a designated administrator to establish a career path. Career 203 offers 4 predesigned career paths and an individualized career path. The individualized career path permits educators to work with their designated administrator to create a career path unique to his/her goals, aligned with the District mission, by assembling bricks from the predesigned paths.

Career 203 Overview Screenshots of NUEA Contract

Benefits and Attributes of the Model

career 203

Benefits and Attributes of the Model:

- Encourages professional mastery: The model encourages certified staff to pursue progressive and purposeful learning and growth throughout their careers, building a culture of professional excellence.
- Recognizes individual needs and aspirations: The brick opportunities from the four distinct paths of the model allow educators to mold their careers in accordance with their own goals and needs while helping the district fulfill its mission.
- Offers variety and choice: Professional development options are diverse including a myriad of avenues for learning. These avenues include PD options that are current as well as original, innovative options.
- 4. Fosters recruitment and retention: Clearly defined career paths supported by a robust professional development system ean help attract highly qualified staff and lead to greater job satisfaction over an educator's career.
- Uniquely suited for Naperville 203: The system was collaboratively designed by a 12-person committee of six administrators and six members of the Naperville Unit Education Association (NUEA).



Career 203 Standards

Rigor

The professional development activities undertaken by staff must be educationally credible and intellectually challenging and require reflection and application on the part of the participating educator.

Relevance

The professional development activities undertaken by staff must be aligned with the district mission and vision, the needs of students, the district curriculum, and state and national student learning standards. Also considered within the relevance standard are the current and changing demographics of staff and students as well as the future impact of professional development on the students, the educator, the school and the district

Efficiency and Transparency

Career 203 is committed to creating a high level of openness, communication and collaboration that promote the efficiency of the professional development program.

Accountability

The professional development program ensures completion can be verified and the newly acquired skill or knowledge is demonstrated within one's work setting, is observable and is supported by evidence.

Collaboration

Career 203 fosters educator collaboration for the construction of knowledge with the ultimate goal of improving student learning. A positive correlation must exist between strong collegial relationships and student achievement.

NUEA Contract Language - Career 203

https://drive.google.com/file/d/0BxdXpJratGGQTV cyeGJrZzVVdk0/view

Career 203

Gina Herrmann
Director, Career 203
gherrmann@naperville203.org
(630) 420-6320

Anna Mautone Learning Behavior Specialist M.Ed. Reading Specialist Naperville Central High School 630-369-5109

Next Steps

- I will send out the recorded power point presentations from our three districts and from the IPA and CTQ on micro credentialing
- Next face-to-face meeting on Nov. 16th in Bloomington from 11:00-2:00 to discuss recommendations on teacher leadership, PD and teacher academies on ESSA.